

## Great Falls Elementary

301 Dearborn Street  
Great Falls, South Carolina 29055

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	408 Students	
<b>Principal</b>	Jerry Digh	803-482-2214
<b>Superintendent</b>	Larry B. Heath	803-385-6122
<b>Board Chair</b>	John W. Davis	803-482-4524

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	73	20	1

## IMPROVEMENT RATING

AVERAGE

## ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Average	Yes

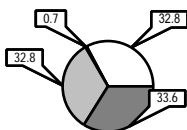
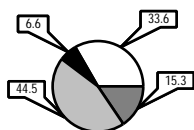
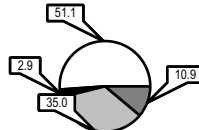
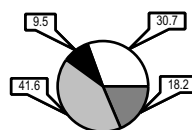
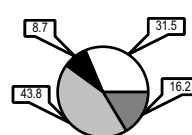
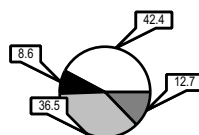
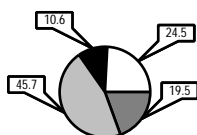
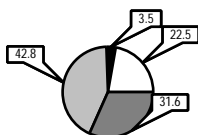
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	140	90.7	26.4	36.0	36.8	0.8	44.8	Yes	Yes
<b>Gender</b>									
Male	72	90.3	35.9	28.1	35.9	0.0	40.6	N/A	N/A
Female	68	91.2	16.4	44.3	37.7	1.6	49.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	84	90.5	23.7	31.6	43.4	1.3	51.3	Yes	Yes
African American	56	91.1	30.6	42.9	26.5	0.0	34.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	109	99.1	19.8	36.8	42.5	0.9	51.9	N/A	N/A
Disabled	31	61.3	63.2	31.6	5.3	0.0	5.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	140	90.7	26.4	36.0	36.8	0.8	44.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	140	90.7	26.4	36.0	36.8	0.8	44.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	81	86.4	35.3	41.2	23.5	0.0	29.4	Yes	Yes
Full-pay meals	59	96.6	15.8	29.8	52.6	1.8	63.2	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	140	97.1	32.1	45.5	15.7	6.7	34.3	Yes	Yes
<b>Gender</b>									
Male	72	98.6	32.9	42.9	17.1	7.1	38.6	N/A	N/A
Female	68	95.6	31.3	48.4	14.1	6.3	29.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	84	95.2	23.8	47.5	20.0	8.8	41.3	Yes	Yes
African American	56	100.0	44.4	42.6	9.3	3.7	24.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	109	99.1	25.5	47.2	18.9	8.5	38.7	N/A	N/A
Disabled	31	90.3	57.1	39.3	3.6	0.0	17.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	140	97.1	32.1	45.5	15.7	6.7	34.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	140	97.1	32.1	45.5	15.7	6.7	34.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	81	96.3	43.4	47.4	6.6	2.6	22.4	Yes	Yes
Full-pay meals	59	98.3	17.2	43.1	27.6	12.1	50.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	140	99.3	51.1	35.0	10.9	2.9	13.9
<b>Gender</b>							
Male	72	98.6	50.0	31.4	15.7	2.9	18.6
Female	68	100.0	52.2	38.8	6.0	3.0	9.0
<b>Racial/Ethnic Group</b>							
White	84	98.8	44.6	34.9	15.7	4.8	20.5
African American	56	100.0	61.1	35.2	3.7	0.0	3.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	109	99.1	43.4	41.5	12.3	2.8	15.1
Disabled	31	100.0	77.4	12.9	6.5	3.2	9.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	140	99.3	51.1	35.0	10.9	2.9	13.9
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	140	99.3	51.1	35.0	10.9	2.9	13.9
<b>Socio-Economic Status</b>							
Subsidized meals	81	100.0	68.4	30.4	1.3	0.0	1.3
Full-pay meals	59	98.3	27.6	41.4	24.1	6.9	31.0

<b>Social Studies</b>							
All Students	140	99.3	30.7	41.6	18.2	9.5	27.7
<b>Gender</b>							
Male	72	98.6	27.1	37.1	21.4	14.3	35.7
Female	68	100.0	34.3	46.3	14.9	4.5	19.4
<b>Racial/Ethnic Group</b>							
White	84	98.8	25.3	42.2	18.1	14.5	32.5
African American	56	100.0	38.9	40.7	18.5	1.9	20.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	109	99.1	24.5	45.3	19.8	10.4	30.2
Disabled	31	100.0	51.6	29.0	12.9	6.5	19.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	140	99.3	30.7	41.6	18.2	9.5	27.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	140	99.3	30.7	41.6	18.2	9.5	27.7
<b>Socio-Economic Status</b>							
Subsidized meals	81	100.0	40.5	44.3	13.9	1.3	15.2
Full-pay meals	59	98.3	17.2	37.9	24.1	20.7	44.8

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	69	98.6	29.9	40.3	29.9	0.0	29.9
	4	89	100.0	40.2	46.3	13.4	0.0	13.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	77	96.1	27.4	31.5	39.7	1.4	41.1
	4	63	84.1	25.0	42.3	32.7	0.0	32.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	69	98.6	23.9	55.2	19.4	1.5	20.9
	4	89	100.0	45.1	40.2	11.0	3.7	14.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	77	98.7	32.0	49.3	14.7	4.0	18.7
	4	63	95.2	32.2	40.7	16.9	10.2	27.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	69	98.6	46.3	46.3	6.0	1.5	7.5
	4	88	100.0	58.0	34.6	3.7	3.7	7.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	77	100.0	50.0	39.5	7.9	2.6	10.5
	4	63	98.4	52.5	29.5	14.8	3.3	18.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	69	98.6	20.9	52.2	14.9	11.9	26.9
	4	88	100.0	23.5	60.5	7.4	8.6	16.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	77	100.0	27.6	44.7	19.7	7.9	27.6
	4	63	98.4	34.4	37.7	16.4	11.5	27.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 408)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	7.9%	Up from 7.0%	3.7%	2.8%
Attendance rate	95.6%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 12.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.3%	0.0%	0.0%
Eligible for gifted and talented	12.4%	Up from 7.0%	8.8%	10.4%
On academic plans	50.8%	N/AV	40.1%	33.6%
On academic probation	N/A	N/AV	4.0%	1.0%
With disabilities other than speech	13.9%	Down from 14.3%	8.3%	7.5%
Older than usual for grade	4.6%	Down from 5.4%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.7%	0.0%	0.0%
<b>Teachers (n= 31)</b>				
Teachers with advanced degrees	61.3%	Down from 65.6%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	3.6%	Down from 6.9%	0.0%	0.0%
Teachers returning from previous year	83.6%	Up from 79.5%	87.2%	87.3%
Teacher attendance rate	94.4%	Down from 95.4%	95.2%	94.9%
Average teacher salary	\$46,475	Up 5.1%	\$42,263	\$42,485
Prof. development days/teacher	9.2 days	Down from 11.5 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 16.6 to 1	18.0 to 1	18.6 to 1
Prime instructional time	87.8%	Down from 90.0%	89.6%	89.7%
Dollars spent per pupil*	\$6,571	Up 2.7%	\$6,346	\$6,557
Percent of expenditures for teacher salaries*	71.0%	Down from 71.1%	63.9%	64.0%
Percent of expenditures for instruction*	73.2%		68.0%	69.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	96.0%	Down from 97.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	6.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Great Falls Elementary School, with a population of 400 students, is a rural Title I school located in southeastern Chester County in upstate South Carolina. Based on AYP, Great Falls Elementary School continues to fall into the Continuing Improvement status, with Supplemental Services and School Choice being offered.

Great Falls Elementary School participated in a SACS-CASI self-study this year with the Southern Association of Colleges and Schools and received an "Exemplary" status. The entire community was included in feedback in regard to this self-study. Based on the information from the self-study, target plans for improvement include the hiring of a science coach who will work with teachers one-on-one, purchasing and incorporating more technology into instruction, utilizing parents as instructional volunteers more frequently, and incorporating foreign language into the school curriculum.

Teachers at Great Falls Elementary School participated in a yearlong book study on differentiated instruction. Teachers met twice monthly to study ways to individualize instruction to meet the needs of all learners. As another assessment tool, Great Falls Elementary School began implementing the Dynamic Indicators of Early Literacy Skills (DIBELS) at Kindergarten and First Grade. This assessment gives vital information in moving students' reading abilities forward.

The school's PTO increased its activities this year to include Duty-Free Lunch monthly for teachers and staff, a Book Wagon for students to purchase books for one dollar on Tuesday mornings, and collection of soda pop tops for Ronald McDonald House. In addition to the Ronald McDonald House, the school also participated in service-learning projects, such as Jump Rope for Heart and a second grader's snack sale to raise funds for needy families at Christmas.

The Great Falls Elementary School Improvement Council continued to be a vital part of the school this year, implementing a Standard Code of Dress, assisting in writing the School Improvement Plan, and creating a presentation for the School Board about the needs in the kitchen area of the school.

Great Falls Elementary School will continue to strive for excellence and improving student achievement in the upcoming year.

Mr. Jerry Digh, Principal

Miss Stephanie Barber, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	18	55	42
Percent satisfied with learning environment	94.4%	81.8%	81.0%
Percent satisfied with social and physical environment	100.0%	85.5%	85.7%
Percent satisfied with school-home relations	88.9%	84.9%	81.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.